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ABSTRACT

An evaluation of the functioning of the VIEW (Vital Information for Education and Work) system in South Carolina was conducted through a mail survey of all 455 agencies where the system has been installed. (Designed to provide occupational information to students and counselors, the system consists of a deck of microfilmed cards containing relevant job and employment descriptions, along with information about vocational and technical education programs in the state and cross-references that allow students to gain further information about the job in question.) The 227 respondents--the VIEW coordinators--provided information about who is using the system and the extent to which it is used, identified program strengths and weaknesses, and made comments and suggestions. Positions the respondents held included guidance counselor (largest number), librarian, and job placement coordinator or other. Awareness of the program varied according to tenure. In general, coordinators felt moderate use is made of all forms of VIEW materials. Eighty-five percent indicated they would like VIEW to continue. Program strengths and weaknesses also were listed, with content quality and currentness of material being cited most frequently as strengths; and expense, currentness of materials, and difficulty in receiving materials and repair service as weaknesses. In response to other open-ended survey questions, ten suggestions for correcting the weaknesses and other comments were made. (Appendixes include ten survey instrument and data tables for fixed-response items.) (YLB)

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VITAL INFORMATION for EDUCATION AND WORK
VIEW Evaluation Report

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BACKGROUND

VIEW (Vital Information for Employment and Work) is designed to provide Occupational Information to students and counselors in South Carolina. The system consists of a deck of microfilmed cards which contain relevant job and employment descriptions, along with information about vocational and technical education programs in the state and cross-references which allow an interested student to gain further information about the job in question. The microfiche cards are read on readers or reader/printers which have been provided to the schools. In addition, paper-copy scripts are available for those who do not wish to use the readers, and a counselor's manual, designed to aid the counselor in using the VIEW deck, is provided. In order to maintain a current, up-to-date information system, revision of the VIEW deck occurs periodically, and users are provided with the new information.

The system has been installed in 455 agencies throughout the state, including middle and junior high schools, vocational centers, and three juvenile correctional programs. This indicates significant growth since its inception in school year 1972-73, at which time the program was adopted in 232 agencies.

METHODOLOGY

In an effort to collect information about the functioning of the VIEW system, a mail survey instrument was sent to all 455 agencies, with a cover letter requesting that the "VIEW Coordinator" complete the survey by a certain date. (See appendix I for a copy of the cover letter and survey instrument). Of the 455 sent, 227 were returned, for a response rate of 49.89%.

The survey form consisted of 18 limited response items and 5 open-ended questions. The items were designed to provide information about who is using the system and the extent to which it is used, to identify strengths and weaknesses of the program, and to elicit comments and suggestions.

DATA ANALYSIS

Analysis of the responses included the construction of frequency distributions for all limited response questions and construction of cross-tabulations over response categories for selected items. In addition, for 8 items which consisted of a 5 point rating scale, means and standard deviations were calculated to obtain the mean rating for each item.

Analysis of the open-ended questions was accomplished by categorizing and content analyzing responses. Like comments were combined and the number of respondents making like comments were tallied.

RESULTS

The first item on the survey required that respondents identify themselves in terms of the position held in the school or agency.

Of the people who responded, the greatest number were Guidance Counselors (125 or 55%). Librarians were the next largest group with a frequency of 67, or 30% of the respondents. The balance of the group listed "job title" as either Job Placement Coordinator or "other". (Exact frequencies are presented in appendix II).

When asked "Do you know what the VIEW program is?"; 184, or 82% responded "yes". Within this group, Guidance Counselors appear most likely to be informed about the system. However, with the exception of the Job Placement Coordinators, a majority of all other groups also indicated awareness. The results of this analysis is presented in Table I.

TABLE I

Question: Do you know what the VIEW program is?

	POSITION			
RESPONSE	GUIDANCE COUNSELOR	JOB PLACEMENT	LIBRARIAN	OTHER
Yes	117 (93.60%)	-	48 (71.64%)	18 (60.00%)
No	8 (6.40%)	2 (100%)	19 (28.36%)	12 (40.00%)
*TOTAL 224	125 (55.80%)	2 (.89%)	67 (29.91%)	30 (13.39%)

It was considered possible that knowledge of the program would vary across the difference categories of tenure. Personnel coming into the system after the initial orientation may have never been informed about its availability and use. In order to examine this possibility, a cross-tabulation comparing knowledge of

*NOTE: Throughout this report, totals which do not equal 227 are due to non-response.

the system across the length of time at present position was constructed. This analysis indicates that there is a large drop in the percentage reporting awareness of the system between all other groups and the group holding the present position less than one year. However, even for this group the majority reported knowing about VIEW. The results of this analysis are reported in Table II.

TABLE II

Question: Do you know what the VIEW (Vital Information for Education and Work) occupational information program is?

	LENGTH OF TIME AT PRESENT POSITION			
RESPONSE	10 YEARS OR MORE	5-9 YEARS	2-4 YEARS	1 YEAR OR LESS
Yes	60 (86.96%)	66 (81.48%)	47 (82.46%)	10 (58.82%)
No	9 (13.04)	15 (18.52%)	10 (17.54%)	7 (41.18%)
TOTAL 224	69 (30.80%)	81 36.16%)	57 (25.45%)	17 (7.59%)

The next area dealt with on the survey involved rating by respondents of their own and the student's use of all forms of the VIEW materials (i.e., microfiche cards, paper copy of occupational descriptions, and counselor's manual). Mean values, calculated for each rating scale item, are presented below in Table III. These values indicate that the coordinators in general feel that moderate use is made of each of the three forms by the coordinators, that moderate use is made of the microfiche cards and the paper copy by the students, and that, with the exception of the microfiche cards, each of the forms has moderate value. The mean rating for the value of the microfiche cards was 2.876, or the high end of the minimum scale.

TABLE III

Question: To what extent do you use the following forms of VIEW material?

*Mean Ratings

MATERIALS	N	MEAN	STANDARD DEVIATION
Microfiche cards	177	3.27	1.17
Paper copy	164	3.38	1.23
Counselor's Manual	155	3.40	1.05

Question: How would you classify the students' use of the following forms of VIEW material?

*Mean Ratings

MATERIALS	N	MEAN	STANDARD DEVIATION
Microfiche cards	176	3.15	1.25
Paper Copy	165	3.47	1.23

Question: Of what value is the VIEW material to you in the following forms?

*Mean Ratings

MATERIALS	N	MEAN	STANDARD DEVIATION
Microfiche cards	173	2.88	1.21
Paper Copy	162	3.01	1.28
Counselor's Manual	149	3.07	1.08

It should also be noted that in no case did the largest frequency in a response category on the rating scale constitute a majority. However, responses do indicate that the majority of respondents see the use of each form of VIEW materials as moderate to very great. Furthermore, 120 (70%) of the coordinators rated the value of the VIEW microfiche cards as moderate or greater, 108 (67%) rated the value of the VIEW paper copies as moderate to very great, and 100 (67%) rated the value of the VIEW counselor's manual as in the moderate to very great range. (See Appendix I)

*Note: The rating scale was as follows:

5=Very great 4=Great 3=Moderate 2=Minimum 1=None

In spite of the indication that the VIEW materials appear to be used to only a moderate degree, the great majority of respondents indicated that they would like to see the VIEW program continued in its present form. Of the 184 respondents who indicated knowledge of the program, 159 answered a question on this point. One-hundred thirty-five, or 85% indicated that they would like VIEW to continue.

When this question is examined separately for the various positions, a larger percentage of the librarians (93%) indicated a desire for the program to continue than did Guidance Counselors (83%). Since space for the machine was frequently cited as a problem, a possible explanation for this is that the library accomodates the equipment more easily than the counselor's office. (See Table IV)

Table IV

Question: Would you like the VIEW program continued in its present form?

POSITION	YES		NO		TOTAL	
	Frequency	%	Frequency	%	Frequency	%
Guidance Counselors	83	83%	18	18%	101	64%
Job Placement Coordinators	-	-	-	-	-	-
Librarians	37	93%	3	8%	40	25%
Other	15	83%	3	17%	18	11%
Total	135	85%	24	15%	159	100%

The survey contained several questions pertaining to the number and location of readers/reader printers in the schools, and the functioning of these machines. Analysis reveals that among the respondents there are 134 readers and 68 reader printers. The majority of those responding indicate that the machines are functioning properly, (101 or 59%). However, 69 or 40.6% of the machines are reported to be broken. When asked to specify the problem with the malfunctioning machines, the most frequent response involved problems with the printing mechanism on the reader printer (27 or 47%). Other problems mentioned included broken paper carriers, inability to focus, and broken lamps or lens. Although inability to get supplies is not actually a machine malfunction, this problem was also mentioned in reply to this question.

Fourteen coordinators replied "yes" to the question, "Have you transferred your reader/reader printer(s) to other schools?". When asked to specify why they had been transferred, each reply indicated that it was felt that greater use would be made of the machine at the location to which it was moved. Respondents were then asked to indicate to what type of school the equipment had been transferred. Replies to this question indicate that 6 were moved to a high school, 1 to a vocational center, 5 to a junior high school or middle school, 1 to the district office, and one checked "other" without specifying where it had been sent.

The survey also contained an open-ended question which required respondents to list strengths and weaknesses of the program. These responses are listed in the order of frequency in which they appeared. For example, the first strength, "Quality of content", was cited most often. The second reply, "the material is kept up-to-date, current", was mentioned next most often, etc.

Strengths Listed in Order of Frequency

Strengths	Raw Frequency
1. Quality of content	74
2. The material is kept up-to-date; current	58
3. The machine appeals to pupils, therefore motivates its use	28
4. The materials are easy to use	27
5. The materials present broad coverage of Vocational choices and careers	26
6. The content is presented in concise form	20
7. The program makes important information easily accessible to students	19
8. The material is written on an easy reading level	15
9. The provision of cross-references	14
10. The content is interesting to pupils	12
11. The availability of printed materials for pupils	7

Weaknesses listed in Order of Frequency

Weaknesses	Raw Frequency
1. Expensive to use	16
2. The information is not kept updated	15
3. Machine breaks too easily	14
4. Limited number of pupils can make use of machine at once	12
5 Difficult to keep cards filed properly	9
6. Poor quality microfiche cards (hard to read, blank spots, mis-spelled words)	7
7. Machine takes up too much space	7
8. Extremely difficult to get repairs done	4

Another open-ended question asked for suggestions as to changes which would improve the program. Many of these suggestions were steps to be taken which would correct the weaknesses listed above. Other suggestions included:

1. Provide a tape-recorder with tapes explaining some of the most sought after non-professional careers so that the information can be used by non-readers.
2. Divide the South Carolina information by regions within the state.
3. Broaden program to include information for the college-bound.
4. Provide information for pupils who would like to go into business for themselves (example, Restaurant owner).
5. Provide posters showing the importance of the VIEW program and how it can help the pupils if they use it.
6. Provide posters giving directions for operating the reader/reader printer.
7. Provides workshops for librarians, counselors, and administrators to insure the use of the VIEW to its fullest.
8. Provide an indexed filing system for the cards.
9. Color-code Armed Forces cards to clearly distinguish them from the civilian careers.
10. Use more illustrations as an aide to poor readers.

A third open-ended question requested that respondents submit any additional comments about the program. Most of the responses to this question echoed responses to the "strengths" question or stated that the VIEW program had been "very beneficial and helpful". (15)

Other responses to this question are simply listed with an indication of frequency if the sentiment expressed in the comment was repeated.

1. The lack of information held by pupils on which to make occupational decisions is appalling. They need materials of this type. (3)
2. The VIEW program has merit for districts which are on a tight budget and need good information for the pupils. (2)
3. I rely heavily on VIEW materials and would hate to lose this valuable tool. (3)

4. The Research Coordinating Unit and the VIEW staff are to be congratulated on a fine program. (2)
5. The service of supplying the schools with this material is appreciated. (2)
6. The COIN program has the same information, but is more usable. (2)
7. Of all the information I have in the guidance office concerning occupations, I use the VIEW program the least.
8. VIEW answers most of the pupil's questions about the various occupations.
9. The pupils use the written VIEW materials more quickly and adequately than the microfiche.
10. Perhaps the energy and resources used on the present VIEW program would be better spent if put into the new computerized data system.
11. The vocational center and school district has recently shown an increased interest in utilization of the equipment. We are going to attempt to better inform the teachers of the benefits of the system.
12. There should be more cooperation between guidance counselors who might suggest the use of the program and the librarians who house the materials.
13. The reason we use the program to a small degree is our fault rather than the fault of the program.
14. I take the printed material to every 10th grade English class and hold a group counseling session on how to use it and why it is important to plan now.
15. Pupils like and use the microfiche system better than any of the information systems we have used.

16. Training pupils to teach other pupils to use the materials is the key to success of the program.

17. The questionnaire is great! I wish we counselors could have a more direct contact with the VIEW program personnel.

18. Money spent on the cards could be used to a better advantage in a program that would convince some of our college-bound pupils that a technical education program would be more to their advantage. Fifty-two percent of our junior college-prep majors scored below 600 on the PSAT this year.

CONCLUSIONS

The data analysis indicates that the great majority of VIEW coordinators are Guidance Counselors or Librarians and that most of the respondents are aware of what the VIEW system is. Even those who have only been in their job for a year or less tend to know about the program. This suggests that either the periodic orientations are working well or that more experienced personnel are informing new-comers about the program.

While the general opinion of the coordinators seems to be that VIEW materials are used only to a moderate extent by both coordinators and students, the majority of the respondents indicate a desire to have the VIEW program continue in its present form. It may be that the call for the materials is moderate, but the coordinators need information to use when it is desired. Perhaps they have no efficient, available alternative to the program and, therefore, desire its continuation.

It appears from the data that the service/repair/supply system may need improvement. While the majority of the machines are reported to be functioning properly, a large percentage (69 or 41%) are broken. Furthermore, the free response questions often elicited comments about difficulty in obtaining supplies and repair service. Also, comments about the materials being kept current is the second most frequently mentioned strength and the second most frequently mentioned weakness of the program. This may indicate that some coordinators are not receiving materials as they are sent out and that the mailing lists need updating.

Finally, while no specific conclusions can be drawn from the free response items because of the small frequencies involved, there are indications from these comments that some of the coordinators depend quite strongly on the VIEW materials and that opinions about the quality of the program are often quite high (See page 10). Most of the dissatisfaction that is expressed by the

APPENDIX I

1. Cover Letter
2. Survey Instrument

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

Dear VIEW Coordinator:

The Department of Education, Office of Vocational Education is interested in getting your opinions regarding the Vital Information for Education and Work (VIEW) program. The information you supply us in the attached survey form will enable us to do a more effective job in developing our plans and making some important decisions about the program.

I am requesting the survey be completed and returned to me at the following address no later than January 18, 1980.

Gregory G. Morrison, Supervisor
Research Coordinating Unit
Office of Vocational Education
Rutledge Building, Room 916
1429 Senate Street
Columbia, South Carolina 29201

If you have any questions about the survey, please feel free to call me at 758-2358.

Thank you for your cooperation and assistance.

Sincerely,

Gregory G. Morrison, Supervisor
Research Coordinating Unit
Office of Vocational Education

VITAL INFORMATION FOR EDUCATION AND WORK (VIEW)

OPINION SURVEY

This survey instrument was designed to obtain the opinions of the local district VIEW coordinators regarding the VIEW program. Please complete the questions below as accurately as possible. Record your responses either by placing a check mark ( ) in the space provided or by writing in the response which most accurately expresses your opinion or perception. All identifying references to respondents will be kept in confidence.

1. What position do you hold in your school?

_____ Guidance Counselor
_____ Job Placement Coordinator
_____ Librarian
_____ Other (Specify) _____

2. How long have you held your present position?

_____ 10 or more years
_____ 5-9 years
_____ 2-4 years
_____ 1 year or less

3. Do you know what the VIEW (Vital Information for Education and Work) occupational information program is? _____ yes _____ no

4. To what extent do you use the following forms of VIEW material?

	Very Great Extent	Great Extent	Moderate Extent	Small Extent	Not At All
a. Microfiche Cards	_____	_____	_____	_____	_____
b. Paper Copy of Occupational Descriptions	_____	_____	_____	_____	_____
c. Counselors Manual	_____	_____	_____	_____	_____

5. How would you classify the students use of the following forms of VIEW material?

	Very Great Extent	Great Extent	Moderate Extent	Small Extent	Not At All
a. Microfiche Cards	_____	_____	_____	_____	_____
b. Paper Copy of Occupational Descriptions	_____	_____	_____	_____	_____

6. Of what value is the VIEW material to you in the following forms?

	Very Great	Great	Moderate	Minimum	None
a. Microfiche Cards	_____	_____	_____	_____	_____
b. Paper Copy of Occupational Descriptions	_____	_____	_____	_____	_____
c. Counselors Manual	_____	_____	_____	_____	_____

7. Would you like the VIEW program continued in its present form?

_____ yes _____ no

8. How many microfiche reader/reader printers does your school have in its possession?

a. Reader Printer _____ None _____ 1 _____ 2 _____ 3 _____ 4 or more

b. Reader _____ None _____ 1 _____ 2 _____ 3 _____ 4 or more

9. Are all reader/reader printers functioning properly?

a. _____ yes _____ no

b. If no, how many are not? _____

c. Briefly describe the problem(s) _____

_____

10. Have you transferred your reader/reader printer(s) to other schools?

a. _____ yes _____ no

b. If yes, please explain why. _____

_____

c. To what type of school has the equipment been transferred?

_____ high school
_____ vocational center
_____ junior high or middle school
_____ other (specify) _____

11. Please list the strengths and weaknesses of the VIEW program as you perceive them.

Strengths	Weaknesses

12. Below, please suggest changes that you feel would improve the program and information provided.

13. Comments: (please submit any additional comments you have regarding any aspect of the program).

APPENDIX II

Data Tables for Fixed Response Items

APPENDIX II

The following tables present results of all fixed response questions on the following survey. In each table, the first number represents the total number of coordinators choosing the response and the second number indicates the percentage of those answering the question who chose that response. As noted earlier, totals which do not equal 227 are due to non-responses.

Question: What position do you hold in your school?

	Frequency	Percentage
Guidance Counselor	125	55%
Job Placement Coordinator	2	.88%
Librarian	67	30%
Other	31	14%
Total Responding	225	100%

Question: How long have you held your present position?

	Frequency	Percentage
10 or more years	70	31%
5-9 years	81	36%
2-4 years	57	25%
1 year or less	17	7%
Total Responding	225	100%

Question: Do you know what the VIEW (Vital Information for Education and Work) occupation information program is?

	Frequency	Percentage
Yes	184	82%
No	41	18%
Total Responding	225	100%

Question: To what extent do you use the VIEW microfiche cards?

Very Great Extent	15		08%	
Great Extent	30	98	17%	55%
Moderate Extent	53		30%	
Small Extent	50		28%	
Not At All	29		16%	
Total	177		100%	

Question: To what extent do you use the VIEW paper copy of Occupational Descriptions?

Very Great Extent	14		09%	
Great Extent	28	89	17%	55%
Moderate Extent	47		29%	
Small Extent	32		20%	
Not At All	43		26%	
Total	164		100%	

Question: To what extent do you use the VIEW Counselors' Manual?

Very Great Extent	6		04%	
Great Extent	20	90	13%	58%
Moderate Extent	64		41%	
Small Extent	36		23%	
Not At All	29		19%	
Total	155		100%	

Question: How would you classify the students' use of the VIEW microfiche cards?

Very Great Extent	20		11%	
Great Extent	35	104	20%	59%
Moderate Extent	49		28%	
Small Extent	42		24%	
Not At All	30		17%	
Total	176		100%	

Question: How would you classify the students' use of the paper copy of occupational descriptions?

Very Great Extent	11	85	07%	52%
Great Extent	26		16%	
Moderate Extent	48		29%	
Small Extent	35		21%	
Not At All	45		27%	
Total	165		100%	

Question: Of what value are the VIEW microfiche cards to you?

Very Great Extent	21	120	12%	70%
Great Extent	53		31%	
Moderate Extent	46		27%	
Small Extent	32		18%	
Not At All	21		12%	
Total	173		100%	

Question: Of what value are the VIEW paper copies of occupational descriptions to you?

Very Great Extent	19	108	12%	67%
Great Extent	45		28%	
Moderate Extent	44		27%	
Small Extent	24		15%	
Not At All	30		19%	
Total	162		100%	

Question: Of what value is the VIEW Counselors' Manual to you?

Very Great Extent	11	100	07%	66%
Great Extent	32		21%	
Moderate Extent	57		38%	
Small Extent	33		22%	
Not At All	16		11%	
Total	149		100%	

Question: Would you like the VIEW program continued in its present form?

Yes	135	84%
No	25	16%
Total	160	100%

Question: How many microfiche readers/reader-printers does your school have in its possession?

	Reader-Printers		Readers		
None	34	20%	85	56%	
1	125	74%	60	39%	
2	7	04%	6	04%	
3	1	.59%	-	-	
4	1	.59%	2	01%	
Totals	168		153		321

Question: Are all reader/reader-printers functioning properly?

Yes	101	69%
No	69	41%
Total	170	100%

Question: Have you transferred your reader/reader-printer(s) to other schools?

Yes	14	08%
No	158	92%
Total	172	100%

Question: To what type school has the equipment been transferred?

High School	6
Vocational Center	1
Junior High or Middle School	5
Other	2